

Grades 6–8

American History

Item Specifications



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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

Grades 6-8 American History

American History		6-8.AH.1.CC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.	
	<ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take informed action based on their learning.	
Strand	History: Continuity and Change (American History prior to 1870)	
MLS	Create and use tools to analyze a chronological sequence of related events in American history.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will use and/or create various types of timelines, diagrams, and graphs; students will also use primary and secondary sources to analyze events in American history. This could include placing events in chronological order or using primary source materials to identify cause-and-effect relationships between related events.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced *Order Interaction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, analysis and creation of sequential product and/or cause/effect graphic organizer representing the following: <ul style="list-style-type: none">• Indigenous and European settlement of the Americas/New World• Events leading to and including the American Revolution• Development of founding documents and the Constitution/Bill of Rights• Technological advances up to the 1870s• Westward expansion and Manifest Destiny• Events leading up to the Civil War		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.1.CC.B
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand	History: Continuity and Change (American History prior to 1870)	
MLS	Explain connections between historical context and peoples' perspectives at the time in American history.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will explain events in American history using historical context and individual/group perspectives. The student will make connections between events and the multiple perspectives of the historical players. Classroom activities may include written or individual end-product, partner discussion, group discussion, or role play.		3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none"> • European Exploration and indigenous people • Perspectives on slave trade (slaves, African slave traders, European slave traders, plantation owners) and geographical impact upon reliance on slavery • Colonial culture versus European culture: economic, social, political <ul style="list-style-type: none"> ◦ Social structures: gender roles, slavery, Native American, religion • Events leading up to the Revolutionary War (Patriots, Loyalists) • Principles of government (Federalists v. Anti-Federalists, Articles of Confederation, United States Constitution, subsequent amendments) <ul style="list-style-type: none"> ◦ States' rights versus federal rights • Westward expansion (Louisiana Purchase, Indian Removal Act, Texas Revolution, Kansas-Nebraska territories, Manifest Destiny, role of technological advances) 		

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<ul style="list-style-type: none">Events and issues leading up to and including the Civil War (Confederate versus Union perspectives, abolition, battles, guerilla warfare, women, African American experience, political and military leadership)	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (engravings, slave bill of sale, etc.), visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories</p>	

Grades 6-8 American History

American History		6-8.AH.1.CC.C
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand	History: Continuity and Change (American History prior to 1870)	
MLS	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
After examining current events issues and analyzing historical themes, the student will be able to develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.		4
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, development of research plan or identification of appropriate resources about the following: <ul style="list-style-type: none"> • State's rights versus federal government • Women's rights and gender roles • Immigration • Civil rights • War • Slavery • Technological advances • Constitutional issues 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral history</p>	
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Grades 6-8 American History

American History		6-8.AH.1.CC.D
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand	History: Continuity and Change (American History prior to 1870)	
MLS	Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.	
<u>Expectation Unwrapped</u> The student will create a research question about American history prior to 1870 and select credible resources that represent multiple points of view to demonstrate viewpoint changes over time. Students will determine print and/or media resources that address multiple points of view. The topic can be student- or teacher-selected.		<u>DOK Ceiling</u> 4
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, developing and determining topics of inquiry related to major events in American history prior to 1870, including the following: <ul style="list-style-type: none"> • Indigenous and European settlement of the Americas/New World • Social structures: gender roles, slavery, treatment and interaction of native Americans, religion • Events leading to and including the American Revolution • Development of founding documents and the Constitution/Bill of Rights (debates and compromises of Constitutional Conventions) • Technological advances up to the 1870s • Westward expansion and Manifest Destiny • Events leading up to the Civil War 		<u>Sample Stems</u>

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<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral history, as well as graphic representations such as KWLH chart, note-taking strategy, source credibility/reliability checklists</p>	
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Grades 6-8 American History

American History		6-8.AH.1.CC.E
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take informed action based on their learning.	
Strand	History: Continuity and Change	
MLS	(American History prior to 1870) Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources. The student will recognize the challenges and opportunities faced by those trying to address the problem. Then, the student will analyze the results/solutions to the problem.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, analysis of problems related to the following: <ul style="list-style-type: none">• Indigenous and European settlement of the Americas/New World• Social structures: gender roles, slavery, treatment and interaction of Native Americans, religion• Events leading to and including the American Revolution• Development of founding documents and the Constitution/Bill of Rights• Technological advances up to the 1870s• Westward expansion and Manifest Destiny• Events leading up to the Civil War		
<u>Stimulus Materials</u> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, role-play activity, presenters, speeches, and/or oral histories		

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American History		6-8.AH.1.GS.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand	Government Systems and Principles (American History prior to 1870)	
MLS	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will examine and analyze laws, policies, and processes in American history prior to 1870. The student will read and interpret the law, policy, or process and determine how individuals and groups are affected. The student will summarize and form an opinion as to what the law, policy, or process means. The student will cite historical evidence to determine how this law, policy, or process affected individuals or groups. This could be accomplished through debate, legislation, research, and/or a mock trial.		4
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, analysis and evaluation of the following: <ul style="list-style-type: none"> • Slave codes • Constitutional issues (examples: 3/5 Clause, Connecticut Compromise, addition of Bill of Rights, Fugitive Slave Law) • Judicial review (<i>Marbury v. Madison</i>) • Trail of Tears (Cherokee/Supreme Court) • <i>Scott v. Sandford</i> • Women's rights movement • <i>Plessey v. Ferguson</i> • Missouri Compromise • Kansas-Nebraska Act 		

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<ul style="list-style-type: none">• General orders during wartime• Emancipation Proclamation• Civil rights amendments	
<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, oral histories, and graphic representations such as Venn diagrams, note-taking strategies (Cornell)</p>	

Grades 6-8 American History

American History		6-8.AH.1.G.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand	Geographical Study (American History prior to 1870)	
MLS	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c. 1870.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870. The student will combine multiple sources of information to create a representation.		3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, creation of representations and/or explanations of the following: <ul style="list-style-type: none"> • Human migration to the Americas (land bridge) • Native American tribal settlement patterns • Exploration and trade patterns • Economic data tables <ul style="list-style-type: none"> ○ Geographical/topographical impact upon individuals, societies, and economies <ul style="list-style-type: none"> ▪ Slavery ▪ Republicanism (with emphasis on agrarian society) ▪ Tariffs ▪ Gold rush ▪ Louisiana Purchase • Transportation and communication 		

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<ul style="list-style-type: none"> Westward expansion and land acquisition Civil War (battles, slave populations, infrastructure of North versus South) 	
<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	

Grades 6-8 American History

American History		6-8.AH.1.G.B
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take informed action based on their learning.	
	Strand	Geographical Study (American History prior to 1870)
MLS	Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will explain where populations lived and the natural environments of regions within North America and South America prior to 1870. The student will explain regional and national changes in identity and culture over time. The student will explain ways that regions identify ethnically, socially, politically, and economically over time.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, explanation and analysis of the following: <ul style="list-style-type: none">• Indigenous cultures/settlements of the Americas• Colonization• Slavery• Westward expansion and Manifest Destiny• Pre-industrialization technology and communication advances• Conflicts and resolutions at the local, state, and federal levels		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.1.G.C
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.	
	<ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take informed action based on their learning.	
Strand	Geographical Study (American History prior to 1870)	
MLS	Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents, and oceans; and major topographical features of the United States.	
<u>Expectations Unwrapped</u>		<u>DOK Ceiling</u> 1
The student will determine what constitutes a “major” city, “key” world nations, and “major” topographical features. Then, the student will locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents and oceans; and major topographical features of the United States.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the cities, states, continents, oceans, and topographical features in American history prior to 1870, including the following: <ul style="list-style-type: none">• World map• U.S. map• State map• City map• Locate and identify important places and features. Assessment boundaries: Students should not be required to memorize exhaustive lists and map locations. This expectation should be taught within the context of a historical unit of study.		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as maps, timelines, primary sources, population charts, census data, visuals, charts, graphs, diagrams, and databases		

Grades 6-8 American History

American History		6-8.AH.1.EC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand	Economic Concepts (American History prior to 1870)	
MLS	Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Given an economic event in American society prior to 1870, the student will identify positives (benefits) and negatives (costs) of economic decisions and determine the effects on the individual and society. This will include analyzing decisions to determine the opportunity costs and benefits to individuals and groups.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, examination and analysis of the following: <ul style="list-style-type: none"> • Colonization • Indentured servitude • French & Indian War/Proclamation of 1763 • Boston Tea Party/Intolerable Acts • Tariffs/embargo • Louisiana Purchase • Bank War/Jacksonian Era • Civil War 		

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<p><u>Stimulus Materials</u></p> <p>Graphic representations such as problem/solution chart, cause/effect, T-chart, and data tables, print and/or electronic format materials such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.1.PC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand	People, Groups, and Cultures (American History prior to 1870)	
MLS	Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will describe the origin of artifacts and sources in American history. This may require the student to summarize the historical context surrounding the creation of the artifact/source. This may also include the intent/beliefs/use to the creator/author of the artifact/source.		3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, description of the following: <ul style="list-style-type: none"> • Indigenous people art and artifacts for example: <ul style="list-style-type: none"> ○ Petroglyphs ○ de Bry- engravings ○ Hakluyt • Mayflower Compact • Jamestown palisade • Boston Massacre and related documents • Cotton gin • Documents related to westward expansion • Documents related to slave laws • Erie Canal • Railroads 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.1.PC.B
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.	
	<ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take informed action based on their learning.	
Strand	People, Groups, and Cultures (American History prior to 1870)	
MLS	Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
Using an American history lens, the student will examine the origins and influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, examination of the following: <ul style="list-style-type: none">• Native American culture before Europeans came• Native American interactions with colonists and later settlers• Indentured servitude• Slavery• Gender roles• Sectionalism (state or regional loyalties)• Gentry versus yeoman farmers		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.CC.A	
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.		
Strand	History: Continuity and Change (Pre-Columbian History to the American Colonial Era)		
MLS	Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will locate and describe the arrival and settlement of indigenous tribes in Missouri, North America, and South America. The student will then trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
Content may include, but is not limited to, location and describing events of the following: <ul style="list-style-type: none">• Land bridge theory versus coastal-route theory• Mayans, Aztecs, Incas• Cahokia• Osage Assessment Boundaries: <ul style="list-style-type: none">• Any indigenous populations that settled in the early discovery/pre-Colonial time period• Not intended to include arrival of Europeans and European settlers			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.2.CC.B
Theme	Settlement Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	History: Continuity and Change (Pre-Columbian History to the American Colonial Era)	
MLS	Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare factors that motivated Europeans to explore and settle in the New World. The student will then explain colonial diversity and regional differences in North America and South America. The student will address exploration-era competition between European powers and the development of unique regional identities.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, comparison and/or explanation of the following: <ul style="list-style-type: none">• Imperialism through colonization• Reasons for settlement in the colonies (religion, economic, political, and/or social)• Natural resources The content includes North America and South America. Settlement patterns on both continents are to be addressed.		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (Mayflower Compact, advertisements for indentured servants, charters), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories, and graphic representations such as Venn diagrams		

Grades 6-8 American History

American History		6-8.AH.2.CC.C
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	History: Continuity and Change (Pre-Columbian History to the American Colonial Era)	
MLS	Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will trace the causes and consequences of conflict and cooperation between Native Americans and North American and South American colonists using multiple viewpoints. The student will identify, summarize, and evaluate the relationships between Native American tribes and Europeans.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, identification, summarization, and/or evaluation of the following: <ul style="list-style-type: none">• Spanish colonies• Pocahontas• King Philip’s War• French and Indian War and resulting British advantage in Native American interactions• Treaties• Views on land ownership• Lewis and Clark• Indian removal		How did indigenous people in South America and arriving Europeans interact? What was similar and what was different about the motivations for coercive labor in North and South America?
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (Mary Rowlandson’s Indian-captivity narrative, Mary Jemison’s Indian-captivity narrative, Proclamation Act of 1763, treaties), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories, graphic representations such as Venn diagrams		

Grades 6-8 American History

American History		6-8.AH.2.CC.D
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	History: Continuity and Change (Pre-Columbian History to the American Colonial Era)	
MLS	Describe the causes and consequences of the Seven Years’ War as a turning point in American history.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will investigate the global factors leading to the Seven Years’ War. The student will explain the effects of the Seven Years’ War in the Americas and use this information to understand the Seven Years’ War as a turning point in American history.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, description of the following: <ul style="list-style-type: none">• Global connections between the Seven Years’ War and the French and Indian Wars• Causes of French and British conflict (Ohio Valley, waterway, fur trade control)• Relationship among British, French, and Native Americans• Proclamation of 1763• Territorial acquisition• British debt• French-sympathizing Native Americans lose leverage and land access		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (Mary Rowlandson’s Indian-captivity narrative, Mary Jemison narrative, Proclamation Act of 1763, treaties), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.CC.E	
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.		
Strand	History: Continuity and Change (Pre-Columbian History to the American Colonial Era)		
MLS	Analyze the concept of Manifest Destiny as a catalyst for change in American history.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will define, explain, and analyze the concept of Manifest Destiny as a catalyst (spark) for change in American history. Students will identify the costs and benefits of westward expansion.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
Content may include, but is not limited to, the definition, explanation, and/or analysis of the following: <ul style="list-style-type: none">• Transportation and communication• Economic endeavors and hardships• Technological advances• Displacement of Native Americans• Roles of men and women			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (Mary Rowlandson’s Indian-captivity narrative, Mary Jemison’s Indian-captivity narrative, Proclamation Act of 1763, treaties), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.3.CC.A
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	History: Continuity and Change (American Colonial Era to the Early 19th Century)	
MLS	Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.	
<u>Expectation Unwrapped</u> The student will trace the events leading to the escalating conflict between Great Britain and the colonies from multiple viewpoints. The student will identify and connect events leading to the Revolutionary War. Students will explore the opposing viewpoints.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, identification, research, and connection of the following: <ul style="list-style-type: none"> • Self-government of colonies (Mayflower Compact, House of Burgesses in Jamestown) versus virtual representation, Virginia Resolutions • Quartering of soldiers • Boston Massacre • Taxes, Boston Tea Party • Intolerable Acts • Thomas Paine's Common Sense • First Continental Congress • Second Continental Congress (Olive Branch Petition, Declaration of Independence) 		<u>Sample Stems</u>

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, as well as maps, timelines, primary sources (Mayflower Compact, interviews from Boston Massacre, tintype of Boston Massacre, Declaration of Independence), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.3.CC.B
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
	Strand	History: Continuity and Change (American Colonial Era to the Early 19th Century)
MLS	Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will read and interpret the Declaration of Independence, summarizing its themes. The student will examine the historical context of the writing of the Declaration of Independence, including the political beliefs that influenced its development.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the analysis and/or interpretation of the following: <ul style="list-style-type: none">• Enlightenment philosophers (Locke, Montesquieu, Voltaire)• Compare First Continental Congress and Second Continental Congress goals• Structure (purpose, section themes)		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, as well as maps, timelines, primary sources (excerpts of Enlightenment philosophers, Declaration of Independence), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories The Constitution Center and Bill of Rights Institute offer free teaching materials.		

Grades 6-8 American History

American History		6-8.AH.3.CC.C
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	History: Continuity and Change (American Colonial Era to the Early 19th Century)	
MLS	Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare and contrast the American colonies with Great Britain to explain the results of the Revolutionary War. The student will also address advantages and disadvantages of each side throughout the war. The student will evaluate the strategies and support that led to the American victory.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, compare/contrast and evaluation of the following: <ul style="list-style-type: none">• Military strategy (guerilla warfare)• Military strength and training• Continental Army• Geography• Funding• Alliances with foreign countries• Leverage (Native American, slaves, Patriots, and Loyalists)		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, graphic organizers, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		
The Constitution Center and Bill of Rights Institute offer free teaching materials.		

Grades 6-8 American History

American History		6-8.AH.3.CC.D
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	History: Continuity and Change (American Colonial Era to the Early 19th Century)	
MLS	Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.	
<u>Expectation Unwrapped</u> The student will explain the major debates that occurred during the adoption of the Constitution and the ultimate resolutions. The student will summarize both sides of the debates and the resulting compromises made during the Constitutional Convention.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Amending the Articles of Confederation • Small state versus large states (New Jersey Plan versus Virginia Plan, Connecticut Compromise, 3/5 clause) • Federalism (division of power between state governments and federal government) • Slave states versus free states (article 1, section 9) • Organization and authority of three branches • Amendment process • Ratification Classroom activities may extend to include debate and evaluation of compromises made during the convention.		<u>Sample Stems</u>

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories The Constitution Center and Bill of Rights Institute offer free teaching materials.</p>	
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Grades 6-8 American History

American History		6-8.AH.3.CC.E	
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
	Strand	History: Continuity and Change (American Colonial Era to the Early 19th Century)	
MLS	Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will investigate the social, political, economic, and religious challenges facing early American leaders and their responses. The student will evaluate these responses and compare/contrast actions and viewpoints of the leaders. This will address the post-Revolutionary era. Events and concepts extend from the end of the Seven Years’ War to the War of 1812.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
Content may include, but is not limited to, the evaluation of responses to the following: <ul style="list-style-type: none">• Strengths and weaknesses of the Articles of Confederation• Federalism (national bank, interstate commerce)• Shays’ Rebellion• Whiskey Rebellion• Northwest Territory and Northwest Ordinance of 1785 and 1787• Bill of Rights debate• Rise of political parties• Native Americans• Foreign relations (Mexico, France, Britain)			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as articles, blogs, cartoons, maps, timelines, primary sources (Federalist Papers, Bill of Rights, Slave Codes, maps, treaties), visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.3.CC.F
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	History: Continuity and Change (American Colonial Era to the Early 19th Century)	
MLS	Infer how events of this period led to the development of philosophies, interest groups and political parties.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will begin by identifying philosophies, interest groups, and political parties. The student will explain how and why the philosophies, interest groups, and political parties came into existence during this time period. The student will then interpret differences in beliefs of individuals and groups. Events and concepts extend from the end of the Seven Years’ War to the War of 1812.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, inferences based on the following: <ul style="list-style-type: none">• Governmental philosophies (what our government should look like)• Federalist and Anti-Federalist• Constitutional interpretation (Jefferson & Hamilton)• Foreign policy• Development of two-party system and changes over time		
<u>Stimulus Materials</u>		
Primary source materials such as Federalist Papers (DocsTeach), Constitution (Bill of Rights Institution). Print and/or electronic format materials such as articles, blogs, cartoons, maps, timelines, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.CC.A
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	History: Continuity and Change (Early 19th Century to the 1850s)	
MLS	Analyze the expansion of the United States in the early 19 th century to trace U.S. growth and form hypotheses about future conflicts.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will connect economic, geographic, political, and social change to reveal patterns in the growth of the United States. The student will evaluate the expansion of the United States in the early 1800s. The student will then create a hypothesis that includes making predictions about potential future conflicts. Events and concepts may extend from after the War of 1812 to approximately 1850.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Communication and transportation (wagons, steamships, railroad, canals, Pony Express, telegraph)• Louisiana Purchase (Louis and Clark’s Corps of Discovery)• Territorial organization and regulation (slavery, requirements for statehood, homesteads)• Conflicts with Native Americans• Texas War for Independence (Lone Star Republic)• Major land acquisition by the federal government• Gold Rush		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as articles, blogs, cartoons, maps, timelines, primary sources (narratives, diagrams, maps, Missouri Compromise, Kansas-Nebraska Act, Corps of Discovery artifacts, photos, patents), visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.CC.B
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	History: Continuity and Change (Early 19th Century to the 1850s)	
MLS	Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will differentiate between the leaders’ responses to challenges in North America and South America. The student will form an opinion about the social, political, economic, and religious challenges of the period. The student will compare and contrast viewpoints on important issues in the time period following the War of 1812 through about 1850.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none">• Monroe Doctrine• Immigration• Migration• Manifest Destiny• Acquisition of territories• Jacksonian period (judicial and executive conflicts)		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.CC.C
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	History: Continuity and Change (Early 19th Century to the 1850s)	
MLS	Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will determine the causes of Native American removal and resettlement. The student will then critique the implementation of the removal. The student will determine the impact on Native American cultures and lives.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content will include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Living conditions• Treaties• Indian Removal Act• Trail of Tears• Worcester v. Georgia		
<u>Stimulus Materials</u>		
Secondary source materials such as maps, topographical maps, (print and digital), primary source materials such as witness accounts, photographs, music, print and/or electronic format materials such as articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.CC.A
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	History: Continuity and Change (1850s to Reconstruction)	
MLS	Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify viewpoints on slavery in the various regions of the United States (West, Southwest, South, and New England). The student will describe the debate over slavery in the territories. The student will identify arguments between slave states and free states. The student will explain the compromises made or rejected.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the analysis and explanation of the following: <ul style="list-style-type: none">• Kansas-Nebraska Act• Repeal of Missouri Compromise• <i>Dred Scott v. Sandford</i>• Fugitive Slave Act		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.CC.B	
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.		
	Strand	History: Continuity and Change (1850s to Reconstruction)	
MLS	Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will trace and connect the events, governmental actions, cultural considerations, economic concerns, and social conditions that contributed to conflict between Northern and Southern states leading up to the Civil War.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
Content may include, but is not limited to, tracing the contention between Northern and Southern states using the following events/issues: <ul style="list-style-type: none">• Slavery• Tariffs• Manufacturing versus agricultural societies• State versus central government• Missouri Compromise and later repeal• Kansas-Nebraska Act• Perpetual Union versus Confederations			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources (Frederick Douglass’s newspaper excerpt(s) (The Star, The Liberator), <u>Uncle Tom’s Cabin</u> , writings of Phillis Wheatley), visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.5.CC.C
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	History: Continuity and Change (1850s to Reconstruction)	
MLS	Describe critical developments and turning points in the Civil War, including major battles.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will identify criteria for the concepts <i>turning point</i> and <i>major battles</i> . Based on the determined criteria, the student will identify and explain the critical developments, turning points, and major battles during the Civil War.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, identification and explanation of the following: <ul style="list-style-type: none"> • Fort Sumter • Union slave state (border state) • Emancipation Proclamation • Technological advancement in weaponry, communication, and transportation • Battle strategies (Anaconda plan and blockades, Sherman's march) • Battles <ul style="list-style-type: none"> ○ Fort Sumter ○ Gettysburg ○ Vicksburg ○ Antietam ○ Richmond ○ Surrender-Appomattox Court House 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.2.GS.A
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	Governmental Systems and Principles	
MLS	(Pre-Columbian History to the American Colonial Era) Compare the governmental systems of European powers to determine their effect on colonization in the Americas.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will explain how European governmental systems affected and inspired the establishment of colonial governments. The student will compare systems of influence including absolute monarchy and constitutional monarchy. The student will also identify how the ideals of individual rights and limited government expanded.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, comparing the following: <ul style="list-style-type: none">• Absolute/constitutional monarchies• Emperors• Magna Carta• Parliamentary system• Petition of rights• English Bill of Rights		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.GS.B
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	Governmental Systems and Principles (Pre-Columbian History to the American Colonial Era)	
MLS	Explain how the founding of English colonies influenced their governments and expectations for self- rule.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will identify major events and ideas that led to self-rule in the colonies. The student will also compare absolute monarchies and constitutional (limited) monarchies in order to differentiate the impact their origins had on colonial governments.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none">• Charters• Religious freedom (Quaker, Catholic, Protestant, Puritans, Pilgrims)• Mayflower Compact• Salutary (Benign) Neglect• Economic reasons (joint-stock companies, debtors)• Legislatures and other governing bodies (beginnings of separation of powers between branches of government)		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.GS.C
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	Governmental Systems and Principles (Pre-Columbian History to the American Colonial Era)	
MLS	Analyze local and colonial governments to trace the factors influencing their structure and function.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare and contrast the structures of governments in the colonies to determine important aspects of their organization and authority. For example, the student will analyze how decisions were made in the colonies, separations of powers, checks and balances, who had the right to vote, etc.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Mayflower Compact• Jamestown (Starving Time)• House of Burgesses• Separation of powers and checks and balances in different colonies• Requirements for citizen participation and voting		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.GS.A	
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
	Strand	Governmental Systems and Principles (American Colonial Era to the Early 19th Century)	
MLS	Evaluate the impact of the French and Indian Wars on Great Britain’s approach to colonial rule.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will draw conclusions about how the outcome of the French and Indian War affected British actions toward the colonies. The student will compare and contrast colonial society before and after the French and Indian War, specifically to identify the economic and political aspects.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none">• War debt• Proclamation of 1763• Northwest Territory disagreements• Quartering Act• Taxes (sugar, tea, stamp, Townshend Acts)• Complaints against the Crown listed in the Declaration of Independence			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.3.GS.B
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	Governmental Systems and Principles (American Colonial Era to the Early 19th Century)	
MLS	Apply the concept of representation to the conflict between the colonies and Great Britain.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 4
The student will define <i>representation</i> . The student will then explain why representation is important in a limited government. The student will connect the ideas of constitutionalism (limited) and representation to government and its relationship with citizens.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, application of the following concepts: <ul style="list-style-type: none">• Virtual representation• Salutary Neglect• “No taxation without representation”• Quartering Act• Sons/Daughters of Liberty• Committees of Correspondence• First Continental Congress		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.GS.C	
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
	Strand	Governmental Systems and Principles (American Colonial Era to the Early 19th Century)	
	MLS	Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 4	
The student will define the following: <i>inalienable rights, popular sovereignty, natural rights, and social contract</i> . The student will then connect these principles to limited government (beginnings of representative democracy). The student will apply these principles to the establishment of the central government in the United States.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, discussion of the following: <ul style="list-style-type: none">• John Locke’s Natural Rights Theory• Rousseau• Principles of good government found in the Declaration of Independence			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.3.GS.D
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
	Strand	Governmental Systems and Principles (American Colonial Era to the Early 19th Century)
	MLS	Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention.
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will investigate and identify strengths and weaknesses of the Articles of Confederation. Then, the student will compare and contrast the strengths and weaknesses of the Articles of Confederation. The student will justify the need for the Constitutional Convention.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none">• Absence of executive and judiciary branches• Authority- how much authority should a state have? Federal government authority?<ul style="list-style-type: none">○ Northwest Ordinance 1785, 1787○ Shays’ Rebellion○ Taxes-could not enforce tax collection		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.GS.E
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	Governmental Systems and Principles (American Colonial Era to the Early 19th Century)	
MLS	Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will define and describe the terms <i>rule of law</i> , <i>representation</i> , <i>separation of powers</i> , <i>checks and balances</i> , and <i>federalism</i> . The student will connect principles of good government, (i.e., rule of law, representation, separation of powers, checks and balances, and federalism) to the United States Constitution. The students will use the Constitution to demonstrate protections of these principles.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, application of the following: <ul style="list-style-type: none">• Separation of powers/checks and balances-Articles I, II, III (modified excerpt or graphic)• Rule of law- supremacy clause-Article VI• Representation-certain clauses throughout the Constitution• Federalism-Article IV		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral history, excerpts or modified text of the United States Constitution The Constitutional Center and Docs Teach offer exemplary materials.		

Grades 6-8 American History

American History		6-8.AH.3.GS.F
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	Governmental Systems and Principles (American Colonial Era to the Early 19th Century)	
MLS	Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will describe the debate between the Federalists and Anti-Federalists to understand the origins of the Bill of Rights. The student will then evaluate the Bill of Rights’ long-lasting effects using historical and current events.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, description and analysis, or evaluation of the following: <ul style="list-style-type: none">• Arguments for and against the addition of the Bill of Rights (Anti-Federalists/Federalists)• Bill of Rights• Teacher-provided current event that connect to these arguments<ul style="list-style-type: none">○ Protests from current history/events		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories Free online resources may include iCivics, DocsTeach.org, Constitution Center, Bill of Rights Institute.		

Grades 6-8 American History

American History		6-8.AH.3.GS.G
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	Governmental Systems and Principles (American Colonial Era to the Early 19th Century)	
MLS	Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.	
<u>Expectation Unwrapped</u> The student will define and cite examples of <i>judicial review</i> , <i>elastic clause</i> , and <i>amendment</i> . The student will examine elections, issues, laws, and events from 1787 to the end of the War of 1812 in order to analyze judicial review, necessary and proper clause, general welfare clause, and the amendment process. The student will examine the history behind these events in order to explain how the establishment of these concepts addressed issues of the time.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, examination and explanation of the following: <ul style="list-style-type: none"> • Debate over strict interpretation or loose interpretation of the Constitution <ul style="list-style-type: none"> ◦ Jefferson/Hamilton-national bank • Judicial review <ul style="list-style-type: none"> ◦ Marbury v. Madison • Revolution of 1800 <ul style="list-style-type: none"> ◦ Alien & Sedition Acts ◦ Nullification • Amendment process <ul style="list-style-type: none"> ◦ Article V 		<u>Sample Stems</u>

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.4.GS.A
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	Governmental Systems and Principles (Early 19th Century to the 1850s)	
MLS	Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify colonial voting restrictions. The student will then identify and trace reform movements up to 1850. The student will explain the reform movements’ effects on elections and future political movements.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none">• Colonial restrictions (land ownership, church membership, white, male)• Abolitionists• Republic-representative democracy for white males• Development of political parties• Jacksonian Democracy• Women’s movement		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.GS.B
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	Governmental Systems and Principles (Early 19th Century to the 1850s)	
MLS	Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will define the term <i>landmark Supreme Court cases</i> . The student will examine at least three landmark Supreme Court cases that represent varied themes, in order to determine the cases’ significance. Finally, the student will analyze summaries of important Supreme Court cases to determine how federal power was strengthened and define the expansion of federal power up to 1850.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none">• <i>Marbury v. Madison</i>• <i>Scott v. Sandford</i>• <i>Worcester v. Georgia</i>		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.GS.C	
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.		
Strand	Governmental Systems and Principles (Early 19th Century to the 1850s)		
MLS	Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will define <i>rule of law, separation of powers, checks and balances, federalism, and Jacksonian Democracy</i> . The student will examine and summarize key descriptors of Jacksonian Democracy. The student will then explain how Jacksonian Democracy affected principles such as rule of law, separation of powers, checks and balances, and federalism.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none">• Jackson’s policies and responses to legislative acts and judicial decisions<ul style="list-style-type: none">○ Bank war○ Nullification○ Indian removal<ul style="list-style-type: none">▪ Worcester v. Georgia		<u>Sample Stems</u>	
<u>Stimulus Materials</u> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.5.GS.A
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Governmental Systems and Principles (1850s to Reconstruction)	
MLS	Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will identify major legislation, executive orders, and court decisions from approximately 1850 to 1870. The student will then compare and contrast the positions of the North and South on governmental and judiciary acts.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, explanation and comparison of the following: Before: <ul style="list-style-type: none"> • 3/5 clause • Fugitive slave clause • Article I, Section 9 • Missouri Compromise • Dred Scott • Kansas-Nebraska Act During: <ul style="list-style-type: none"> • Lincoln's executive orders <ul style="list-style-type: none"> ○ Habeas corpus suspension ○ Strengthen the military ○ Emancipation Proclamation 		

Grades 6-8 American History

After:

- Reconstruction
- 13th, 14th, 15th Amendments
- Jim Crow laws

Stimulus Materials

Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories

Grades 6-8 American History

American History		6-8.AH.5.GS.B
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Governmental Systems and Principles (1850s to Reconstruction)	
MLS	Analyze federalism and popular sovereignty to explain peoples’ expectations of the role of government and their place in governance.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will define <i>federalism</i> and <i>popular sovereignty</i> . The student will then explain and analyze peoples’ expectations of the government’s role and the citizens’ place in the government during the time period of 1850 to 1870.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, explanation and comparison of the following: <ul style="list-style-type: none">• Declaration of Independence (consent of the governed, right to revolution)• Representation• 3/5 Clause• Movements: abolition, women’s rights• Secession• Lincoln’s executive actions• Reconstruction<ul style="list-style-type: none">○ 13th, 14th, 15th Amendments○ Jim Crow		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.GS.C
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Governmental Systems and Principles (1850s to Reconstruction)	
MLS	Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will review and analyze the election of 1860 to explain the development of political parties and summarize the issues that they supported. The student will identify political parties and how their issues influenced the selection of governmental leaders.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Debate between states’ rights and central government<ul style="list-style-type: none">○ Abolition○ Tariffs• Sovereignty<ul style="list-style-type: none">○ Confederation versus perpetual union-did the states have the right to leave the union?○ Consent of the governed○ Right to revolution		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.GS.D
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Governmental Systems and Principles (1850s to Reconstruction)	
MLS	Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify the governmental systems of the North and South (federal republic v. confederacy). The student will then compare and contrast the two systems and identify the strengths and weaknesses of each.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none">• Federal republic v. confederacy• Executive actions are supreme (federalism)• Rebellion v. revolution		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.G.A
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders' unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	Geographical Study (Pre-Columbian History to the American Colonial Era)	
MLS	Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will examine the human-environment interaction (i.e., how humans adapt to their environment, including culture, geography, topography, climate, and location) of various native groups in North America, Central America, and South America during the pre-Columbian period.		3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none"> Regional tribes <ul style="list-style-type: none"> Arctic/Subarctic Northwest California Great Basin Great Plains Northeast Southwest Southeast Mayans Aztecs Incas 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.2.G.B
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	Geographical Study (Pre-Columbian History to the American Colonial Era)	
MLS	Analyze the geography of colonial regions to explain their cultural, social and economic differences.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify colonial regions of North America and South America. For each major region, the student will summarize the geographic, cultural, social, and economic characteristics. Then, the student will compare and contrast the regions. Finally, the student will analyze the geography of the different colonial regions to explain why their cultural, social, and economic differences developed.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• New England Colonies: Industry (fishing, shipbuilding, lumber), poor soil leads to less reliance on agriculture and slavery, religious colonies (Puritans, Pilgrims)• Middle Colonies: small farms, cultural variety, Quakers, Catholics, Protestants• Southern Colonies: agricultural economy (plantation, economic reliance on slavery) Anglican• South American Colonies: Portuguese, Dutch, and Spanish influences		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.G.C
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	Geographical Study	
MLS	(Pre-Columbian History to the American Colonial Era) Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify and trace population development and interaction from pre-Columbian history through colonial America. The student will compare major patterns of population distribution, demographics, and migrations in the United States and their influences on culture and community life.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Pre-Columbian history global migration• Land bridge and coastal route• Establishment of first societies throughout the Americas• European exploration, influences, and interactions• Colonization (Roanoke, Jamestown, Plymouth, Massachusetts Bay)• Attempts at westward expansion (Proclamation of 1763, French and Indian War)		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.G.A
Theme	<p>Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.</p>	
Strand	<p>Geographical Study (American Colonial Era to the Early 19th Century)</p>	
MLS	Draw conclusions about regional conflict and cooperation as a consequence of physical geography.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 4
The student will identify major geographic features of the United States. Then, the student will summarize the benefits and challenges of various geographic features. Finally, the student will analyze physical geography (climate, topography, and resources) to predict areas of conflict, cooperation, and compromise.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The content may include, but is not limited to, analysis of the following:</p> <ul style="list-style-type: none"> • Proclamation of 1763 • Northwest Ordinance • Louisiana Purchase <p>Assessment boundary: This expectation should be addressed in various, appropriate units of study rather than as a simple list or map for students to complete. The content should be taught in historical context rather than as a separate, isolated lesson.</p>		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.G.B
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	Geographical Study (American Colonial Era to the Early 19th Century)	
MLS	Evaluate the relationships among population, representation, and their effect on power in the new government.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify different population groups and their regional governmental systems. The student will then analyze and explain the reasons why a population would prefer certain types of representation methods. The student will then address the states' influences on the development of the new government.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none"> • Large versus small states <ul style="list-style-type: none"> ○ Connecticut Compromise • North v. South states • Free v. slave states <ul style="list-style-type: none"> ○ 3/5 Clause • Industry v. agriculture states Assessment boundary: This expectation should be addressed in various, appropriate units of study rather than as a simple list or map for students to complete. The content should be taught in historical context rather than as a separate, isolated lesson.		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.3.G.C
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	Geographical Study (American Colonial Era to the Early 19th Century)	
MLS	Compare major patterns of population distribution, demographics and migrations in the United States during this era c. 1763-1812.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify and trace population development and interaction during the time period of 1763 to 1812. The student will then compare major patterns of population distribution, demographics, and migration in the United States.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none">• Proclamation of 1763• Northwest Territories• Louisiana Purchase Assessment boundary: This expectation should be addressed in various, appropriate units of study rather than as a simple list or map for students to complete. The content should be taught in historical context rather than as a separate, isolated lesson.		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.G.A
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	Geographical Study (Early 19th Century to the 1850s)	
MLS	Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify and trace the changing boundaries of the United States. The student will then describe how the boundary changes relate to changing interactions with Native Americans, Mexico, France, Spain, and Britain. The student will compare major patterns of migration, population distribution, and demographics.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none">• Louisiana Purchase• Worcester v. Georgia• Texas Annexation• Mexican-American War• Gadsden Purchase• Oregon Compromise Assessment boundary: This expectation should be addressed in various, appropriate units of study rather than as a simple list or map for students to complete. The content should be taught in historical context rather than as a separate, isolated lesson.		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.4.G.B
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	Geographical Study (Early 19th Century to the 1850s)	
MLS	Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will define <i>Manifest Destiny</i> and explain its relationship to geographical features and human environmental interactions. The student will then describe influences on the economy, society, politics, and culture. The student will identify and explain the effect of the natural environment on human activities. The student will provide various reasons for westward settlement between 1812 and approximately 1850.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, assessment of the following: Pull Factors: <ul style="list-style-type: none">• Homesteading (acquisition of land)• Fur trade• Gold rush/mining Push Factors <ul style="list-style-type: none">• Poor city environment (crowded, unsanitary)• Native Americans forcibly moved		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.G.C
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	Geographical Study (Early 19th Century to the 1850s)	
MLS	Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life c. 1812-1848.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare patterns of population distribution, demographics, and migration. The student will then determine the impact that those patterns had on culture and community life.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, comparison of the following: <ul style="list-style-type: none">• Western region-farmland• Eastern region-urban area• Native Americans-forcibly moved to reservation areas• Slavery-predominantly in the South		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.G.A
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Geographical Study (1850s to Reconstruction)	
MLS	Analyze the United States geography of North, South, and West in order to explain regional, cultural, social and economic differences.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will describe, explain, and analyze the effect natural forces/resources had on human activities (cultural, social, and economic differences) from 1850 through Reconstruction in the North, South, and West.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• South-agricultural expansion• West-homesteaders, miners, cowboys• North-industry, transportation systems, immigration		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.G.B
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Geographical Study (1850s to Reconstruction)	
MLS	Evaluate the significance of geography on the conduct of the war and strategy of the North and South.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will use geography to explain and evaluate battles or strategies of the North and South during the Civil War.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, explanation/evaluation of the following: North <ul style="list-style-type: none"> • Blockades • Anaconda Plan • Sherman's March to the Sea • History of industry in Northern regions gives economic and transportation advantage • Protection of geographic features (rivers, important cities) South <ul style="list-style-type: none"> • History of plantations • Majority of battles fought on southern land • Defensive strategy <ul style="list-style-type: none"> ○ Protection of cities, rivers, and railroads 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.5.G.C
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Geographical Study (1850s to Reconstruction)	
MLS	Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will analyze patterns of population distribution, demographics, and migration. The student will then determine the impact that those patterns had on culture and community life from the time period of c. 1850 through Reconstruction.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, assessment of the following: <ul style="list-style-type: none">• Western region-farmland• Eastern region-urban area• Native Americans-forcibly moved to reservation areas• Freedmen in South (sharecroppers, Jim Crow, need for Freedmen’s Bureau, former slave migration)• Carpetbaggers		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.EC.A
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	Economic Concepts (Pre-Columbian History to the American Colonial Era)	
MLS	Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will evaluate the role of labor, new technologies, distribution, and land on economic developments in North America and South America during the pre-Columbian era through the end of the War of 1812.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none">• Columbian Exchange• Native Americans as slaves• Spain, Portugal in South America-search for gold• Indentured servitude• Slavery• Sugar cane plantations• Tobacco industry in early colonies		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.EC.B
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	Economic Concepts (Pre-Columbian History to the American Colonial Era)	
MLS	Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will define mercantilism and how colonies existed so the controlling nations of Europe would gain financially. Students will explain how, while colonies were originally an expense to Britain, as colonies became more economically prosperous, England began to direct economic policies for the colonies. The student will then identify and evaluate colonial responses to European economic control.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• European trade competition• Triangular trade• Navigation Acts• Taxes (tariffs, sales tax, income tax)• Salutary neglect (self-governing)• Writs of assistance (open warrant to keep colonists from smuggling-search without probable cause)• No taxation without representation, smuggling		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.EC.A	
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
	Strand	Economic Concepts (American Colonial Era to the Early 19th Century)	
MLS	Describe the function and purpose of taxes imposed by Great Britain following the Seven Years’ War, evaluating colonial responses to them.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will identify the reasons for taxes introduced by Great Britain after the Seven Years’ War and the colonists’ reaction to those taxes. Then, the student will evaluate the range and impact of colonial reactions on relations with Great Britain and the formation of a separate American identity.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• War debt (previous and current)• Taxation of colonists<ul style="list-style-type: none">○ Stamp Act○ Tea tax○ Townshend○ Sugar• Colonial reaction to taxes<ul style="list-style-type: none">○ No taxation without representation○ Protest/boycott			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.3.EC.B
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
	Strand	Economic Concepts (American Colonial Era to the Early 19th Century)
MLS	Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify the economic characteristics of regions during the colonial period. The student will then predict the impact of these characteristics on colonial future expansion and conflict.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, comparison and/or prediction of the following: <ul style="list-style-type: none">• Regional geographic differences• Manufacturing v. agricultural economy• Proclamation of 1763• Northwest Ordinance (1785 and 1787)		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.EC.C	
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
Strand	Economic Concepts (American Colonial Era to the Early 19th Century)		
MLS	Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will identify taxes, tariffs, and monetary policies during this time period. The student will then connect how those policies led to sustainability and growth from 1763 through the end of the War of 1812.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, tracing the development of the following: <ul style="list-style-type: none">Northwest Ordinance-selling of landCurrency lawsShift from confederacy to federalismFirst National BankEmbargo Act 1803			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.4.EC.A
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	Economic Concepts (Early 19th Century to the 1850s)	
MLS	Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will define and identify <i>coercive labor systems</i> (e.g., indentured servitude and slavery) analyze and determine the effect on economic and political expansion.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Indentured servitude• Slavery• Increased labor and production (technological advancements-cotton gin)• Governmental enforcement power (interstate commerce, fugitive slave clause, supremacy clause, full faith and credit clause)		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.EC.B
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	Economic Concepts (Early 19th Century to the 1850s)	
MLS	Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify industrialization during the 1812 to 1850 time period. The student will then explain how industrialization, transportation, and technological advancements influenced different regions and how those regions reacted to each other as a result of the new technologies.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Manufacturing• Transportation (steamers, canals, railroad, Conestoga wagon)• Technological advancements (sewing machines, power loom, cotton gin, farming equipment)<ul style="list-style-type: none">○ Increase in use of technology will lead to decrease in need for slavery.		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.EC.C
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	Economic Concepts (Early 19th Century to the 1850s)	
MLS	Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify taxes, tariffs, and monetary policies during this time period. The student will then connect how those policies led to sustainability and growth from 1812 to 1850.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, tracing and explanation of the following: <ul style="list-style-type: none">• Westward expansion• Bank crisis-Second National Bank• Nullification crisis• Economic Panic of 1832		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.EC.A
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Economic Concepts (1850s to Reconstruction)	
MLS	Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will then explain how expanding industrialization, transportation, and technological advancements influenced different regions and how those regions reacted to each other as a result of the new technologies during the period c. 1850 to 1875.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none">• Increased manufacturing and industry• Increased unemployment (immigrants and freedmen)• Transcontinental railroad• Technological advances<ul style="list-style-type: none">○ Telegraph○ Weaponry○ Telephone○ Electricity		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.EC.B
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	Economic Concepts (1850s to Reconstruction)	
MLS	Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify the economic strengths and weaknesses of the North and South from 1850 through the Reconstruction period. The student will then compare and contrast the impact of those strengths and weaknesses before, during, and immediately after the Civil War.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none"> • South <ul style="list-style-type: none"> ○ Slave economy ○ Sharecropping ○ Foreign trade • North <ul style="list-style-type: none"> ○ Industry/railroad ○ Unemployment rates 		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.2.PC.A	
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.		
Strand	People, Groups, and Cultures (Pre-Columbian History to the American Colonial Era)		
MLS	Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will define and identify <i>diversity</i> . The student will then explain the development of diverse cultures in the newly settled regions of North and South America: Spanish, Portuguese, British, and French. The student will then make connections to the religious, cultural, political, and intellectual developments in the Americas from the pre-Columbian era through the Seven Years’ War.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, analysis and explanation of the following: <ul style="list-style-type: none">• European exploration and settlement• Columbian Exchange• Spread of Christianity• Slaves, Native Americans, various European groups• Enlightenment and exchange of ideas			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.2.PC.B	
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.		
Strand	People, Groups, and Cultures		
MLS	(Pre-Columbian History to the American Colonial Era) Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will define <i>regionalism</i> . The student will then make a connection that the religious, cultural, and intellectual developments would have led the colonists to identifying more with the colony rather than the mother country. The student will evaluate the idea that an emerging American identity was an outgrowth of primarily British influences.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• New England<ul style="list-style-type: none">○ Puritans, pilgrims○ Fishing and manufacturing• Middle Colonies<ul style="list-style-type: none">○ Catholics, Quakers, Protestants○ Small farmers• Southern Colonies<ul style="list-style-type: none">○ Anglicans○ Plantations• Enlightenment• First Great Awakening			

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.2.PC.C	
Theme	Settlements Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.		
Strand	People, Groups, and Cultures (Pre-Columbian History to the American Colonial Era)		
MLS	Compare and contrast the interaction of European settlers with Native Americans in both North and South America.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will begin by identifying how Europeans interacted with Native Americans in both North America and South America. This will include identifying how each European group had different relationships with the Native Americans. The student will then compare and contrast the interaction of European settlers with Native Americans in North and South America.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none">Relationships and interactions between<ul style="list-style-type: none">SpanishPortugueseFrenchBritishNative AmericansSlaves			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.3.PC.A	
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
	Strand	People, Groups, and Cultures (American Colonial Era to the Early 19th Century)	
MLS	Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will identify the groups that would have interest in the outcome of the Revolutionary War, including the British, French, Spanish, Native Americans, African Americans, Patriots, and Loyalists. The student will then explain the reasons for different groups’ support or opposition to the Revolutionary War.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, analysis of the following groups’ views: <ul style="list-style-type: none">• British• French• Spanish• Native Americans• African Americans• Patriots• Loyalists			
<u>Stimulus Materials</u>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

Grades 6-8 American History

American History		6-8.AH.3.PC.B
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	People, Groups, and Cultures (American Colonial Era to the Early 19th Century)	
MLS	Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will define <i>regional identity</i> . The student will then explain how the cultural, religious, social, and economic characteristics helped to create each regional identity.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"> • New England <ul style="list-style-type: none"> ○ Fishing and manufacturing ○ Rise of middle class ○ Shift away from Puritan to Congregational/Anglican • Middle Colonies <ul style="list-style-type: none"> ○ Small farms ○ Religious diversity • Southern Colonies <ul style="list-style-type: none"> ○ Gentry and poor ○ Anglican ○ Plantations ○ Slavery 		

Grades 6-8 American History

<ul style="list-style-type: none">• West to the Mississippi River<ul style="list-style-type: none">○ Interactions with Native Americans, French, and Spanish (economic, social, political, culture, religious)• More political participation in urban areas	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories</p>	

Grades 6-8 American History

American History		6-8.AH.3.PC.C
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	People, Groups, and Cultures (American Colonial Era to the Early 19th Century)	
MLS	Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will explain emerging divisions and political philosophies, including Federalists versus Anti-Federalists, slavery versus abolitionism, and varying perspective on the origins and the degree of authority of the central governments. The student will then compare and contrast the perspectives of individuals and groups and how they affected the creation of the new government in the region that would become the United States.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none">• Debate over the strength of the federal government• Anti-federalists versus Federalists• Abolitionists versus slaveholders• Groups without political influence (African Americans, Native Americans, women, men without franchise)		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.PC.D
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	People, Groups, and Cultures (American Colonial Era to the Early 19th Century)	
MLS	Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will analyze laws, events, and diverse perspectives in order to determine who could and could not participate in American ideals, including life, liberty, and the pursuit of happiness, during this era. Students will apply that analysis to the fulfillment of the American Dream.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Slave codes• 3/5 Clause• Fugitive slave clause• Property/contract clause• Voting rights (by state)• Views on Native Americans• Immigrants from Europe		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.3.PC.E
Theme	Founding The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	People, Groups, and Cultures (American Colonial Era to the Early 19th Century)	
MLS	Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will analyze period art, writings, and philosophy of early Americans and produce evidence of the emerging American identity.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"> • Enlightenment ideals • Political cartoons (Join or Die) • Flags • “The Star-Spangled Banner” • Declaration of Independence • Articles of Confederation • Constitution • Slave narratives • Federalist Papers 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.4.PC.A
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	People, Groups, and Cultures (Early 19th Century to the 1850s)	
MLS	Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will examine various laws, events, and reform movements to determine their impact on the achievement of the American Dream. The student will evaluate the effectiveness of these laws, events, and reform movements in including diverse groups in that dream.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, examination and evaluation of the following: <ul style="list-style-type: none">• Abolitionism• Women’s movement• Jacksonian democracy• Manifest Destiny		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.PC.B
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America's expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	People, Groups, and Cultures (Early 19th Century to the 1850s)	
MLS	Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will examine period writings and art that depict issues surrounding slavery in North America and South America. The student will then analyze the cultural impact and consequences.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, examination and analysis of the following: <ul style="list-style-type: none"> • Slave auction notices • Spirituals • Runaway slave advertisements • <i>Uncle Tom's Cabin</i> • <i>Scott v. Sanford</i> • Slave and abolitionist narratives • Casta painting • Writings of Bartolome des Las Casas and other voices supporting indigenous people of South America • New Laws of 1542 • Correspondence between Portuguese and Spanish officials regarding which indigenous people could be enslaved • Jesuit records on baptism and slavery 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.4.PC.C
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	People, Groups, and Cultures (Early 19th Century to the 1850s)	
MLS	Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will examine period art, writings or publications, and various colonial Christian sects to determine and demonstrate the goals and beliefs of the nation.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Political cartoons• Temperance/religious movement• “The Star-Spangled Banner”• Mormon movement• Abolitionism		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.4.PC.D
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America's expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	People, Groups, and Cultures (Early 19th Century to the 1850s)	
MLS	Describe the culture and accomplishments of Native Americans cultures to compare the various ways they responded to American expansion.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will investigate the culture and advancements of Native Americans and African Americans in the United States. The student will summarize the culture and accomplishments of the different groups. The student will then compare and contrast Native American and African American responses to westward expansion.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, description and/or comparison of the following: <ul style="list-style-type: none"> • Five Civilized Tribes • League of Nations • Indian Removal Act <ul style="list-style-type: none"> ◦ <i>Worcester v. Georgia</i> • Corps of Discovery: Native American perspectives • Battle of Little Bighorn • Reconstruction Era policies and results Assessment boundary: This content and assessment should be interwoven into earlier assessments. The importance of context in understanding the contribution of these two groups is essential in an inclusive American narrative.		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.4.PC.E
Theme	Expansion After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America's expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	People, Groups, and Cultures (Early 19th Century to the 1850s)	
MLS	Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will examine data depicting immigration patterns and predict their influence on cultural, social, political, and economic development.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"> • Irish, German, Spanish, French, Central Europeans, Scandinavians, Canadians, Mexicans • Africans—enslaved and freeborn from Latin America • Gold Rush increased immigration from Mexico, South America, and Asia • Pre-industrialization • Immigrants' Religion (Catholic) • Manifest Destiny • Know Nothing Party Assessment boundary: This is a great opportunity for students to work with data in chart or graph form. Assessment of this expectation should be dependent on such stimulus materials.		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.5.PC.A	
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.		
Strand	People, Groups, and Cultures (1850s to Reconstruction)		
MLS	Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3	
The student will examine speeches, literature, music, and writings from diverse creators/authors. The student will then determine the author’s perspective and how the speech/writing/music /etc., influenced various groups and movements.		<u>Item Format</u>	
		Selected Response Constructed Response Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Emancipation Proclamation• Gettysburg Address• <i>Uncle Tom’s Cabin</i>• Transcendentalist movement• Frederick Douglass (the <i>Liberator</i> and <i>The North Star</i>)• Ida B. Wells• Elizabeth Cady Stanton• Susan B. Anthony• Edgar Allan Poe• Henry Wadsworth Longfellow (<i>The Song of Hiawatha</i>)• Native American speeches• Civil rights amendments			

Grades 6-8 American History

<p>This expectation should be taught through the course within the context of other units.</p> <p>Assessment boundaries: Stimulus materials are required for assessment of this expectation. Students should not be expected to match title or excerpt to author. The focus of the assessment should be on meaning, context and connections rather than recognition or matching.</p>	
<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources (modified excerpts), visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	

Grades 6-8 American History

American History		6-8.AH.5.PC.B
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	People, Groups, and Cultures (1850s to Reconstruction)	
MLS	Describe the impact of scientific and technological advances on the outcome of the war and its effects on people and diverse groups.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will identify scientific and technological advances that occurred during the Civil War. The student will then explain the influence that these advances had on people and diverse groups. The student will make connections between scientific and technological advances and the outcome of the war and the effects of scientific and technological advances on individual and on society.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none">• Telegraph• Railroad expansion• Steamships• Weaponry (repeating rifle, Colt revolver, ironclad ships, Gatling gun)• Medical/surgical• Photography (Matthew Brady)• Submarines, hot air balloons		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.PC.C
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	People, Groups, and Cultures (1850s to Reconstruction)	
MLS	Analyze the evolution of the women's movement to trace its continued development and evaluate its impact.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will define and explain the principles of the early women's movement. The student will trace the development, advancement, and protection of women's rights. The student will then analyze and evaluate the women's movement impact on the lives of women and on society.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis and evaluation of the following: <ul style="list-style-type: none"> • Abolition movement • Temperance movement • Women's rights and suffrage movement • Women's role during the war • Fluidity of rights and responsibilities with westward expansion • Elizabeth Cady Stanton • Susan B. Anthony • Ida B. Wells 		
<u>Stimulus Materials</u>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		

Grades 6-8 American History

American History		6-8.AH.5.PC.D
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	People, Groups, and Cultures (1850s to Reconstruction)	
MLS	Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will explain the origins and ideals of the abolitionist movement and its efforts to end slavery. Students will trace its development over time and then evaluate its impact abroad and in the United States.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, analysis and evaluation of the following: <ul style="list-style-type: none"> • Frederick Douglass • William Lloyd Garrison • Women's rights movement (Elizabeth Cady Stanton, Susan B. Anthony) • Emancipation in effort to change the tide of war (politically and strategically) • 13th, 14th, 15th Amendments • Freedmen's Bureau • Granville Sharp • William Wilberforce • Olaudah Equiano: <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African</i> (1789) 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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Grades 6-8 American History

American History		6-8.AH.5.PC.E
Theme	Conflict and Crisis The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand	People, Groups, and Cultures (1850s to Reconstruction)	
MLS	Trace the development of African American culture in non-slave states and in the context of slavery.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare and contrast lives of African Americans in slave states and free states. The student will also compare and contrast African Americans' lives as slaves and as free people.		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, comparison/contrast and analysis of the following: <ul style="list-style-type: none"> • Individual rights (e.g., house slaves/field slaves, black females/black males, free people/slaves) • Educational opportunities • <i>Scott v. Sandford</i> • Role in society • Age and gender roles • Family units • Religion • Music • Before/after Emancipation Proclamation • Before/after civil rights amendments • Freedman's Bureau versus sharecropping • Slave Codes and Jim Crow • Olaudah Equiano: <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African</i> (1789) 		

Grades 6-8 American History

<p><u>Stimulus Materials</u></p> <p>Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories</p>	
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